**Question Stems for the Revised Bloom’s Taxonomy**

**Questions for Remembering**

Pohl, ***Learning to Think, Thinking to Learn***, p. 12

* What happened after...?
* How many...?
* What is...?
* Who was it that...?
* Who spoke to...?
* Which is true or false...?

**Questions for Understanding**

Pohl, ***Learning to Think, Thinking to Learn***, p. 12

* Can you explain why…?
* Can you write in your own words?
* How would you explain…?
* Can you write a brief outline...?
* What do you think could have happened next...?
* Who do you think...?
* What was the main idea...?
* Can you clarify…?
* Can you illustrate…?
* Does everyone act in the way that …….. does?

**Questions for Applying**

Pohl, ***Learning to Think, Thinking to Learn***, p. 13

* Do you know of another instance where…?
* Can you group by characteristics such as…?
* Which factors would you change if…?
* What questions would you ask of…?
* From the information given, can you develop a set of instructions about…?

**Questions for Analyzing**

Pohl, ***Learning to Think, Thinking to Learn***, p. 13

* Which events could not have happened?
* If . . . happened, what might the ending have been?
* How is...similar to...?
* What do you see as other possible outcomes?
* Why did...changes occur?
* Can you explain what must have happened when...?
* What are some or the problems of...?
* Can you distinguish between...?
* What were some of the motives behind..?
* What was the turning point?
* What was the problem with...?

**Questions for Evaluating**

Pohl, ***Learning to Think, Thinking to Learn***, p. 14

* Is there a better solution to...?
* Judge the value of... What do you think about...?
* Can you defend your position about...?
* Do you think...is a good or bad thing?
* How would you have handled...?
* What changes to . . . would you recommend?
* Do you believe...? How would you feel if . . . ?
* How effective are. ..?
* What are the consequences..?
* What influence will....have on our lives?
* What are the pros and cons of....?
* Why is ....of value?
* What are the alternatives?
* Who will gain & who will lose?

**Questions for Creating**

Pohl, ***Learning to Think, Thinking to Learn***, p. 14

* Can you design a...to...?
* Can you see a possible solution to...?
* If you had access to all resources, how would you deal with...?
* Why don't you devise your own way to...?
* What would happen if . . .?
* How many ways can you...?
* Can you create new and unusual uses for...?
* Can you develop a proposal which would...?

**Sources**

Tarlington, D. (2003). *Bloom’s Revised Taxonomy.* Presentation for Pupil Free Day, July

14, 2003. <http://www.kurwongbss.eq.edu.au/thinking/Bloom/bloomspres.ppt>